

Course Information

Date Submitted: 9/23/2013

Current Prefix and Number: FAM - Family Studies , FAM 350 CONSUMER ISSUES

Other Course:

Proposed Prefix and Number: FAM 350

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

RECEIVED

MAR 26 2014

OFFICE OF THE
SENATE COUNCIL**1. General Information**

a. Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT

b. Department/Division: Family Sciences

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Claudia Heath

Email: cjheath@uky.edu

Phone: 859-257-7737

Responsible Faculty ID (if different from Contact)

Name: Claudia Heath

Email: cjheath@uky.edu

Phone: 859-257-7737

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Summer Session I 2014

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: CONSUMER ISSUES

Proposed Title: CONSUMER ISSUES

c. Current Transcript Title: CONSUMER ISSUES

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 1 hr 15 min Tues/Thurs

Proposed Meeting Patterns

LECTURE: 1 hr 15 min Tues/ Thurs

OTHER: Internet/web based

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: An in-depth study of consumer issues, rights, and responsibilities. An examination of how individual and societal decisions affect quality of life, including consumer safety, and the interactions of consumption, health, law, government regulations and the economy. Consumer education and financial literacy will also be emphasized.

Proposed Course Description for Bulletin: An in-depth study of consumer issues, rights, and responsibilities. An examination of how individual and societal decisions affect quality of life, including consumer safety, and the interactions of consumption, health, law, government regulations and the economy. Consumer education and financial literacy will also be emphasized.

2j. Current Prerequisites, if any: None

Proposed Prerequisites, if any: None

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? Yes

If YES, identify the depts. and/or pgms: Merchandising, Apparel, and Textiles program

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Claudia J. Heath

Instructor Email: cjheath@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? The course provides timely and appropriate interaction between faculty and students and among students by discussion boards focused on the major topics of the course where students post/comment on instructor's guiding discussion questions. The discussion board is designed as a graded activity that allows students to demonstrate an understanding of the course content. Additionally, consumer issues will be identified through videos clips and YouTube. Students have required current consumer issue assignments that are graded on an ongoing 24-hour turn-around basis. Instructor is available by phone during specific hours and by email anytime--with 24 hour turnaround on weekdays. The course syllabus is in the Ombud suggested format and all Distance Learning Considerations/requirements are included--see syllabus for details.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. With the exception of an extra credit activity only available periodically on campus, the same course content is offered in the classroom as is offered via Distance Learning. The difference is the mode of communication. When this course is offered to students in a classroom setting, Blackboard is used to post grades and all course content including chapter by chapter PowerPoints, but not the quizzes for in-class students. That mode of communication will be the same for DL as for classroom based instruction; except that DL students get a test bank posted rather than graded quizzes. There is the graded learning activity for DL students through the discussion board topics covering the major content areas of the course. Here the mode of communication is interactive among students once the instructor has posted the consumer issue and guiding discussion questions. Classroom students have the opportunity for ungraded in-class discussion. In a classroom setting, students have lecture format. The plan is that the audio of lectures coordinated electronically with PowerPoint slides and an overhead document projector will be captured/recorded from the lectures during the course this fall 2013 during the traditional classroom offering of the course and those recordings will be available through Blackboard for DL students taking the course in SSI 2014. For DL students and classroom students, the instructor is available by email with prompt replies as well as by phone during designated hours for DL students. For DL students, Consumer Issues Assignments will be turned through Blackboard assignments rather than handed in in class and for DL students, graded assignments will be returned to the students electronically rather than during class. Lastly, the graded assignment for in-class students that replaces the discussion board is graded chapter quizzes. For DL students, they will have access to the quizzes in the form of a test bank of the same questions rather than as graded quizzes. The same portion of quiz questions will appear on the exams for both DL and in-class students.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The course will use Blackboard, a password-protected learning system, for submission of assignments and for taking exams. ProctorU will be used on a student-pay basis so students can take their exams anytime within a 24 hour day, from home or wherever they choose; while being proctored during the exam. Most students finish the exam in 30 minutes or less for a cost of \$8.75 per exam. There is the option of a 1 hour exam for \$17.50. The University's Academic Offense policy is included in the syllabus.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No

If yes, which percentage, and which program(s)? N/A

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? There are no differences in required student services whether the course is offered through DL or in a traditional classroom. A student in either version of the course should have a computer and Internet access for Consumer Issues Assignments and use of Blackboard. DL and classroom students rely on the IT Service Center for assistance with Blackboard and other technology services.

6. How do course requirements ensure that students make appropriate use of learning resources? The course has the same learning resources such as textbook, the same learning outcomes, and the same required course content for DL students as for traditional classroom students with the exception of the discussion board learning activities required for DL students, no extra credit activity, and no in-person lectures for each chapter. The plan is that the audio of lectures coordinated electronically with PowerPoint slides and an overhead document projector will be captured/recorded from the lectures during the course this fall 2013 during the traditional classroom offering of the course and those recordings will be available through Blackboard for DL students taking the course in SSI 2014.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. The course does not require access to University provided laboratories or facilities or equipment unique to the course delivery mode.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? DL and classroom students rely on the IT Service Center for assistance with Blackboard. DL students will receive technical assistance through ProctorU. The syllabus highlights access to technical assistance from both the IT Service Center and ProctorU.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. N/A

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Claudia J. Heath

SIGNATURE|RJWERN2|Ronald J Werner-Wilson|FAM 350 CHANGE Dept Review|20131001

SIGNATURE|LGRABAU|Larry J Grabau|FAM 350 CHANGE College Review|20131025

SIGNATURE|JMETT2|Joanie Ett-Mims|FAM 350 CHANGE Undergrad Council Review|20140326

Courses **Request Tracking**

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

Browse... Upload File

ID	Attachment
Delete 3231	FAM 350 Summer 2014 syllabus--Revised for UGC.docx

First 1 Last

Select saved project to retrieve... Get New

gra

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number:	FAM - Family Studies FAM 350 CONSUMER ISSUES	Proposed Prefix & Number:	FAM 350
* What type of change is being proposed?		<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception to the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or sig alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No			
If YES, check the areas that apply:			
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
1. General Information			
a. Submitted by the College of:		AGRICULTURE, FOOD AND ENVIRONMENT	
		Submission Date: 9/23/2013	
b. Department/Division:		Family Sciences	
c.* Is there a change in "ownership" of the course?			
		<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...	
e.* * Contact Person Name: Claudia Heath Email: cjheath@uky.edu Phone: 859-257-7737			
* Responsible Faculty ID (if different from Contact): Claudia Heath Email: cjheath@uky.edu Phone: 859-257-7737			
f.* Requested Effective Date:		<input type="checkbox"/> Semester Following Approval OR Specific Term: ² Summer Session I 2014	
2. Designation and Description of Proposed Course.			
a. Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) the proposed changes do not affect DL delivery.			
b. Full Title:		CONSUMER ISSUES	
		Proposed Title: * CONSUMER ISSUES	
c. Current Transcript Title (if full title is more than 40 characters):		CONSUMER ISSUES	

c. Proposed Transcript Title (if full title is more than 40 characters):					
d. Current Cross-listing:		<input checked="" type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number):	none
Proposed - ADD ³ Cross-listing (Prefix & Number):					
Proposed - REMOVE ^{2,4} Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.					
Current:	Lecture 1 hr 15 min Tues/Thurs	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	
Proposed: *	Lecture 1 hr 15 min Tues/ Thurs	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Internet/web based	Please explain: DL using Blackboard	
f. Current Grading System:		ABC Letter Grade Scale			
Proposed Grading System:*		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
g. Current number of credit hours:		3	Proposed number of credit hours:*	3	
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES:		Maximum number of credit hours:			
If YES:		Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes <input checked="" type="radio"/> No
i. Current Course Description for Bulletin:					
An in-depth study of consumer issues, rights, and responsibilities. An examination of how individual and societal decisions affect quality of life, including consumer safety, and the interactions of consumption, health, law, government regulations and the economy. Consumer education and financial literacy will also be emphasized.					
* Proposed Course Description for Bulletin:					
An in-depth study of consumer issues, rights, and responsibilities. An examination of how individual and societal decisions affect quality of life, including consumer safety, and the interactions of consumption, health, law, government regulations and the economy. Consumer education and financial literacy will also be emphasized.					
j. Current Prerequisites, if any:					
None					
* Proposed Prerequisites, if any:					
None					
*					
k. Current Supplementary Teaching Component, if any:					

	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both
Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, explain and offer brief rationale:	
5. Course Relationship to Program(s).	
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If YES, identify the depts. and/or pgms:	
Merchandising, Apparel, and Textiles program	
b.* Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES ² , list the program(s) here:	
6. Information to be Placed on Syllabus.	
a. <input type="checkbox"/> Check box if <u>changed to 400G or 500.</u>	If <u>changed to 400G- or 500-level</u> course you must send in a syllabus and <i>you must include the differentiator</i> undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for
All fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, **distance learning** is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructor are in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technology.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the Individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL. (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	FAM 350 201	Date:	8/21/2013
Instructor Name:	Claudia J. Heath	Instructor Email:	cjheath@uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based Interactive Video Hybrid

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?

The course provides timely and appropriate interaction between faculty and students and among students by discussion boards focused on the major topics of the course where students post/comment on instructor's guiding

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course content, assessment of student learning outcomes, etc.

With the exception of an extra credit activity only available periodically on campus, the same course content is offered in the classroom as is offered via Distance Learning. The difference is the mode of communication. When

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

The course will use Blackboard, a password-protected learning system, for submission of assignments and for taking exams. ProctorU will be used on a student-pay basis so students can take their exams anytime within a 24

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via a DL, as defined above?

No

Which percentage, and which program(s)?

N/A

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery be six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

There are no differences in required student services whether the course is offered through DL or in a traditional classroom. A student in either version of the course should have a computer and Internet access for

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

The course has the same learning resources such as textbook, the same learning outcomes, and the same required course content for DL students as for traditional classroom students with the exception of the discussion board

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

The course does not require access to University provided laboratories or facilities or equipment unique to the course delivery mode.

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

DL and classroom students rely on the IT Service Center for assistance with Blackboard. DL students will receive technical assistance through ProctorU. The syllabus highlights access to technical assistance from both the IT

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes

No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

N/A

10. Does the syllabus contain all the required components, below? Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning/>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
 - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/libraries/DLIS/>)
 - Caria Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dlservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/libraries/libpage.php?web_id=253&lib_id=16

11. I, the Instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Claudia J. Heath

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/00

- ¹³ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is informed.
- ¹⁴ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ¹⁵ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
- ¹⁶ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
- ¹⁷ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)
- ¹⁸ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
- ¹⁹ In order to change a program, a program change form must also be submitted.

Submit as New Proposal Save Current Changes

**FAM 350
Consumer Issues
Summer School Session 1
May 13 – June 10, 2014**

Instructor: Dr. Heath
Office Location: 326 Funkhouser Bldg

Telephone: 859.257.7737
Email: cjheath@uky.edu

During Summer School Session 1, Dr. Heath can be reached by phone Monday – Thursday 11:00 AM – 12:00 Noon and by email at anytime. Emails will be responded to within 24 hours during weekdays.

TECHNICAL REQUIREMENTS AND SERVICES:

This course is being offered through web based distance learning and exams will be proctored through ProctorU; therefore, to be advised of technical requirements for the course, please see the University of Kentucky's recommendations for equipment and software at <http://www.uky.edu/DistanceLearning/current/technology/techReqs.html> and ProctorU's technical requirements at <http://www.proctoru.com/tech.php>

Regarding ProctorU: Their website (<http://www.proctoru.com/higheredportal.php>), indicates that students ... "will be connected to a live person during their exam that will be there to guide them through the process, answer any questions not related to exam material, and assist with any technical problems." If students encounter any problems or have complaints, they are directed to call the ProctorU proctor line at 855-772-8678.

UKIT Service Desk is available to help with computer or technical issues or complaints regarding the distance learning components of the course.

UKIT Service Desk Contact:
<http://www.uky.edu/ukit/Help/>

Phone: 859-218-HELP(4357) or Toll-Free: 1-877-481-UKIT(8548)

Email: helpdesk@uky.edu

Blackboard is the learning system through which you will access course content, post to course discussions, and submit tests and assignments. If you have problems with Blackboard or have other technology complaints, you are to contact the [UKIT Service Desk](#).

Distance Learning Library information can be found at

<http://www.uky.edu/DistanceLearning/current/DLLS/overview.html>

For assistance with DL Library Services, contact the Distance Learning Librarian at:

Carla Cantagallo, DL Librarian
(859) 257-0500, ext. 2171

Email: dllservice@email.uky.edu

DL Interlibrary Loan Service: http://libraries.uky.edu/page.php?lweb_id=253

I. COURSE DESCRIPTION:

An in-depth study of consumer issues, rights, and responsibilities. An examination of how individual and societal decisions affect quality of life, including consumer safety, and the interactions of consumption, health, law, government regulations and the economy. Consumer education and financial literacy will also be emphasized.

II. LEARNING OUTCOMES:

After completing the course, students will be able to:

- Apply the historical perspectives of the consumer movement to today's consumer issues.
- Identify and utilize sources of consumer information and protection.
- Analyze a variety of consumer issues and concerns, and be able to evaluate the effectiveness of current programs and organizations in their resolution.
- Recognize the differing roles of households/consumers compared to firms/business and interact in the marketplace on their own behalf.
- Exercise their rights and responsibilities as consumers.

III. TEXTBOOK REQUIRED:

Goldsmith, Elizabeth B. (2009) Consumer Economics: Issues and Behaviors (2nd edition).

IV. METHODS OF EVALUATION

1. Current Consumer Issues Assignments—(5 X 30 points each = 150 points)

- a. Assignments will consist of the student finding a current consumer issue through newspapers, Internet, etc., and writing a one page discussion of why this is a consumer issue, what protections are in place/not in place, etc. A hard copy of the source should be scanned and submitted with the paper or a working link must be provided. Assignments will be submitted to Blackboard (Bb) using the correct assignment number. The paper should be one page, double spaced, with 12-point font and 1-inch margins—see attached template. The template and score sheet are attached and will be on Bb for you to download and use as you complete the assignment.
- b. Each assignment is due before midnight on the date indicated. Grades for late assignments will be reduced by 25% of possible points for each day late.

Assignment #1 due May 15.

Topic: The U.S. economic environment.

Assignment #2 due May 21.

Topic: Competition/market power/regulation.

Assignment #3 due May 28.

Topic: Healthcare or prescription drugs.

Assignment #4 due June 3.

Topic: Housing or vehicles.

Assignment #5 due June 5.

Topic: Insurance or investments.

2. Exams—(3 X 100 points each = 300 points)

- a. Exams will consist of multiple choice questions
- b. Make-up exams will only be given for University approved excused absences. It is the student's responsibility to inform me of the absence, preferably in advance.
- c. Exams will be taken using the Blackboard Learning system.
- d. Exams will be monitored by ProctorU. Students are required to make payment by credit card and make arrangements to have their exam proctored through the following portal
<https://go.proctoru.com/login.asp?cookiecheck=cookies>

Exam 1 – May 21—(100 points)—Chapters 1 - 5

Exam 2 – June 3—(100 points)—Chapters 6 - 11

Exam 3 – June 10—(100 points)—Chapters 12 – 15

3. Course Discussion Board Participation—(Maximum of 50 points)—No discussion board points can be earned after June 9 at 8:00 PM

- a. The discussion board requirement is designed as a graded activity that allows you to demonstrate an understanding of the course content.
- b. The instructor will initiate the discussion forum and provide discussion questions—one forum for each **consumer issue assignment topic**.
- c. Five (5) *course content based posts/comments* are required from each student—one post/comment on each **consumer issue assignment topic** (10 points for each post/comment with a maximum of 50 points counted).
- d. Course members may make *course content based posts and comments* more than the minimum number of times; however, the maximum points that can be earned is capped as indicated above.

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Absence Policy:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

To receive credit for an assignment that has been made-up due to an excused absence, a copy of documentation for the excused absence must be attached to the assignment. Documentation is the student's responsibility. Because the course is only four weeks in length, make-up assignments resulting from an excused absence should be completed within one week—sooner, if possible. Make-up exams will only be given for excused absences. It is the student's responsibility to inform me of the absence, preferable in advance.

Please note: All assignments must be word processed.
Assignments are to be submitted through Blackboard. Assignments emailed to the professor will not be accepted.

Assignment and Exam Weights:

	<u>Points</u>
Current Consumer Issues (5 X 30 points each)	150
Exam 1 (100 points)	100
Exam 2 (100 points)	100
Exam 3 (100 points)	100
Course Discussion Board Learning Assignments (5 X 10 points each)	<u>50</u>
Total:	500

The final grade for this class will be based on the number of points you earn out of 500 points. Points associated with each assignment and exams are outlined above.

<u>Letter Grade</u>	<u>Total Points</u>
A	450-500
B	400-449.9
C	350-399.9
D	300-349.9
E	less than 300

Students are expected to check their grades on Blackboard on a regular basis. Contact the instructor immediately if there is a discrepancy between your (student) copy of the grade and the grade recorded on Blackboard (Bb). If the instructor has not been contacted about a potential grade discrepancy, the grade recorded on Blackboard is final one week after the grade has been posted on Bb. Grades will be recorded on Blackboard Grade Center 24 hours after assignment is due.

V. COURSE REQUIREMENTS

In order to cover the amount of material needed to achieve the above outcomes, students are expected to: **Complete the readings and any outside assignments in a timely manner that prepares the student regarding course content relevant for the exam.**

PowerPoint slides are available to supplement the textbook, not replace it, and you are expected to know the material from both. Links to videos and other supplemental material such as discussion board content regarding consumer issues are valid course content for exam purposes!

You will need to use your UK e-mail account for ALL class communications and discussions. I will use Blackboard and, therefore UK e-mail accounts, to send out important class announcements and other information.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

VI. SCHOLASTIC HONESTY

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Scholastic dishonesty is not tolerated. Forms of scholastic dishonesty include, but are not limited to: plagiarism (copying or using someone else's work as your own – intellectual theft), utilization of unauthorized materials during academic evaluations, and giving or receiving unauthorized assistance during evaluations. Even evidence of inadvertent improper use of materials can result in a charge of academic dishonesty.

Penalties for academic dishonesty vary depending on the severity of the offense and any previous offenses. The minimum penalty for a first offense is a zero on the assignment in question and a final grade reduction of one letter grade. Serious or repeat offenses will result in an E or XE grade for the course.

Information on penalties. This is straight from the University Senate Rules (section 6.4.3):

Penalties. If the student has previously received a penalty for an offense at least as severe as an E or F in a course, the chair shall inform the responsible dean, who shall determine an appropriate penalty pursuant to Section 6.4.3.B.1.b.

Otherwise, if the student has previously received a letter of warning, the instructor must assign a grade of E or F for the course. If the offense is particularly egregious, and if the chair approves, the instructor may also forward the case to the responsible dean with a recommendation for a penalty of XE or XF or a more severe penalty, pursuant to paragraph 6.4.3.B.1.a.

Otherwise, if there are no prior offenses or letters of warning in the student's record, the instructor must award a grade of zero for the assignment on which the offense occurred. The instructor may also choose to impose one of the following additional penalties after consulting with the chair:

- (a) require the student to perform extra academic work (failure to complete the extra work should result in a grade of E or F for the course);
- (b) reduce the final grade in the course by a specified number of levels;
- (c) assign a grade of E or F, as appropriate, for the course;
- (d) if the offense is particularly egregious, and if the chair approves, forward the case to the responsible dean with a recommendation for a penalty of a grade of XE or XF in the course or a more severe penalty, pursuant to paragraph 6.4.3.B.1.a.

For more information, see Part II, Section 6.3.0 of "The Code of Student Conduct" which can be viewed online at <http://www.uky.edu/StudentAffairs/Code/part2.html>. You may also want to visit the Academic Ombud's website: <http://www.uky.edu/Ombud>. There you will

find a paper "Plagiarism: What is it?" <http://www.uky.edu/Ombud/Plagiarism.pdf> and an online tutorial entitled "How to avoid plagiarism" http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html.

Expected Daily Workload:

The 4-week session of summer school is fast paced. The usual 16 weeks of a fall or spring semester are collapsed into 4 weeks. Therefore, the workload on any one day is four times greater than during a fall or spring semester. There are 15 chapters in the text for a total of 470 pages of reading. That is about 31 pages of reading with comprehension daily. Every two days there is either an exam to be taken or a consumer issue assignment to be found, written up and submitted. Additionally, there are five consumer issues posted on the discussion board to be commented on over the 4-week time period. Therefore, students should expect to read and study a chapter of the text, and in some way work on one of the consumer issue assignments or the discussion board consumer issue everyday!

To help you keep pace with the daily schedule of content for exams, on the next page, I have provided the schedule/calendar that would be used if this course were to be taught on campus during Summer Session I of 2014.

Following the course schedule you will find 1] the Consumer Issues Assignment Score Sheet that indicates how points are awarded for the consumer issues assignments based on the description of the assignment found on page 2 of this syllabus and 2] the one-page template to use for the write-up of the consumer issues assignments.

X. Suggested class preparation schedule that incorporates exams dates and dates assignments are due.

May 13	Consumers in a Changing World	Chapter 1
May 14	The Consumer Movement	Chapter 2
May 15	Consumer Theories and Development of a Model Current Consumer Issues Assignment #1 Due	Chapter 3
May 19	Consumer Responsibilities, Redress, and Law	Chapter 4
May 20	Government Protection, Nongovernmental Pro-Consumer Groups, and the Media	Chapter 5
May 21	Exam 1	Chapters 1-5
May 21	Buying Process, Brands, and Product Development Current Consumer Issues Assignment #2 Due	Chapter 6
May 22	Decision Making and the Influence of Advertising	Chapters 7
May 27	Food and Beverage Issues	Chapter 8
May 28	Health and Wellness Issues Current Consumer Issues Assignment #3 Due	Chapter 9
May 29	Ownership, Safety, and Repairs	Chapter 10
June 2	The Internet and Issues of Identity Theft and Fraud	Chapter 11
June 3	Exam 2	Chapter 6-11
June 3	Being a Better Consumer of Housing and Vehicles Current Consumer Issues Assignment #4 Due	Chapter 12
June 4	Saving, Banking, Debt, and Credit Issues	Chapter 13
June 5	Insurance & Investment Issues Current Consumer Issues Assignment #5 Due	Chapter 14
June 9	Consumer Issues, Ethics, and Globalization	Chapter 15
June 10	Exam 3	Chapters 12-15

Current Consumer Issues Scoresheet	Possible Points	Earned Points
<p>Points will be credited for the following:</p>		
<p><input type="checkbox"/> One-page discussion paper, double spaced, 12-point font and 1-inch margins. Suggestion: Use electronic template provided on Blackboard.</p>	12	
<p><input type="checkbox"/> Consumer issue to be found through newspapers, the Internet, or other appropriate media. Do not use <i>The Wall Street Journal</i></p>	9	
<p><input type="checkbox"/> A hard copy of the identified consumer issue (with the source where you found the information) submitted with the paper.</p>	9	
<p>Total Possible</p>	30	
<p>Points will be deducted for the following:</p>		
<p>o Reduced points proportional to page length when less than one page of text, e.g., 1/2 page = 15 pts.</p>		
<p>o Not double spaced or not 12-point font or not 1-inch margins -- deduct 4 points for each missing item.</p>		
<p>o Poor sentence structure, misspellings, typos, etc. -- deduct 1 point for each item.</p>		
<p>1] Why is this issue chosen as a consumer issue?</p>		
<p>2] What protections are in place or not in place?</p>		
<p>3] What policies/regulations/laws could/should be put in place to address the issue?</p>		
<p>o The issue NOT being a current consumer issue—be careful to NOT confuse business issues with consumer issues -- deduct 10 points</p>		
<p>Total Points = Credited points minus Deducted points for a maximum 30 points.</p>	Total	